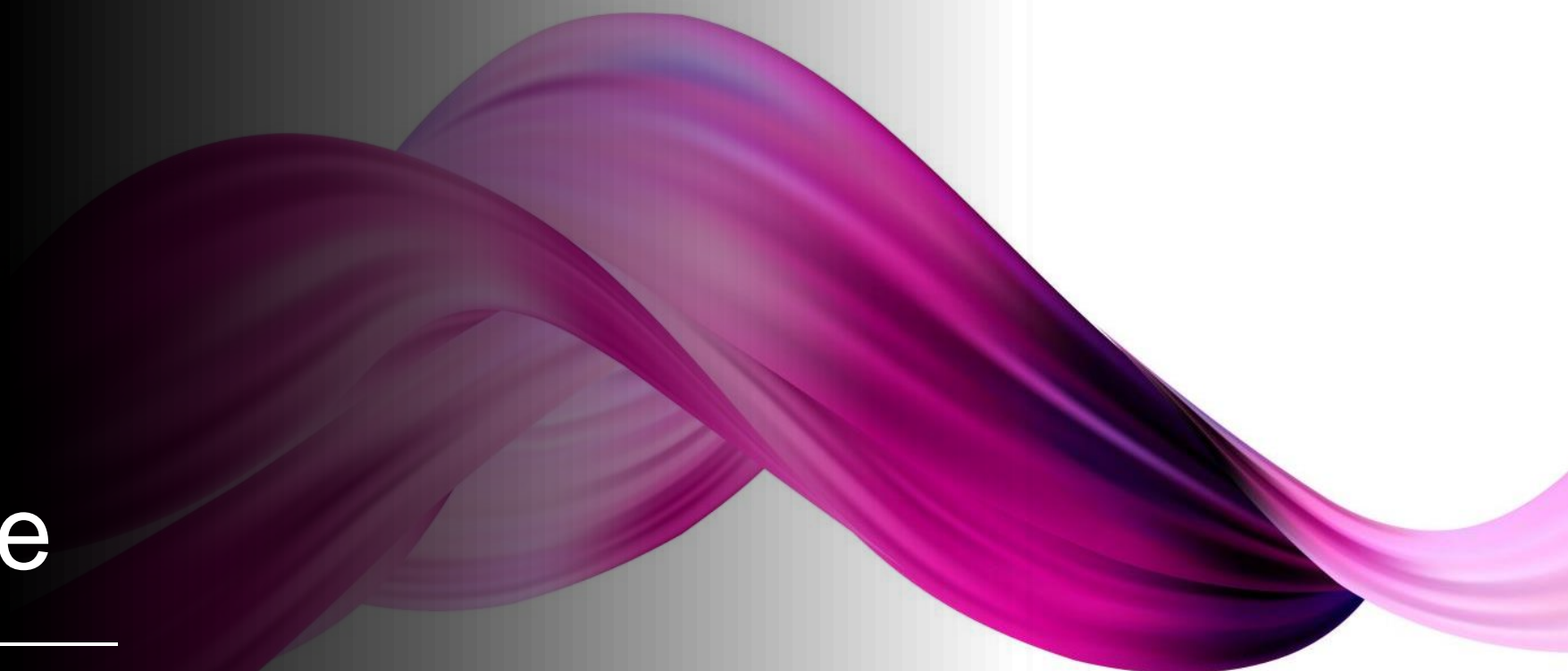




The Road to Independence

Using a Strength-Based Approach
to Transition for Black Boys with
Autism





Overview

- Self-Determination
- Self-Advocacy
- IDEA (2004) and Transition
- Transition and Adolescents with Autism
- Strength-Based Approach to Transition
- Circle of Support
- Guardianship/Conservatorship/Power of Attorney

Over Arching Goal

To use a strength-based approach when planning transition activities for adolescents with autism





Self Determination

Self-determination is a person's ability to control his or her own destiny. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead children or individuals to set goals for themselves, and to take the initiative to reach these goals (NASET,2020).



Self-Advocacy

Self-advocacy involves speaking up for yourself, asking for what you need, negotiating for yourself, knowing your rights and responsibilities and using the resources that are available to you.



IDEA 2004 and Transition Planning

When a child with a disability reaches the formal transition age (16 in most states), the IEP must contain specific transition goals, plans, and services related to his or her interests and needs.

IDEA 2004 and Transition Planning

As outlined in Section 300.43 of IDEA, transition services means a coordinated set of activities for a child that...



1. Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities, including:



- Postsecondary education

Vocational education

- Integrated employment (including supported employment)

- Continuing and adult education

- Adult services - Independent living
or - Community participation

Black Adolescents with Autism

According to Shattuck and colleagues (2018) Black or African American teens with autism were more likely to have difficulty than their peers in several areas:

»Communication

» Self-care and adaptive behaviors

» Independently getting to places outside the home

Postsecondary Outcomes for Adults with Autism



Young adults with autism had lower rates of postsecondary education than most of their peers with other types of disabilities (Roux, 2015).



Speech/Language impairment-59%



Learning Disabilities -53%



Emotional Disturbance-42%

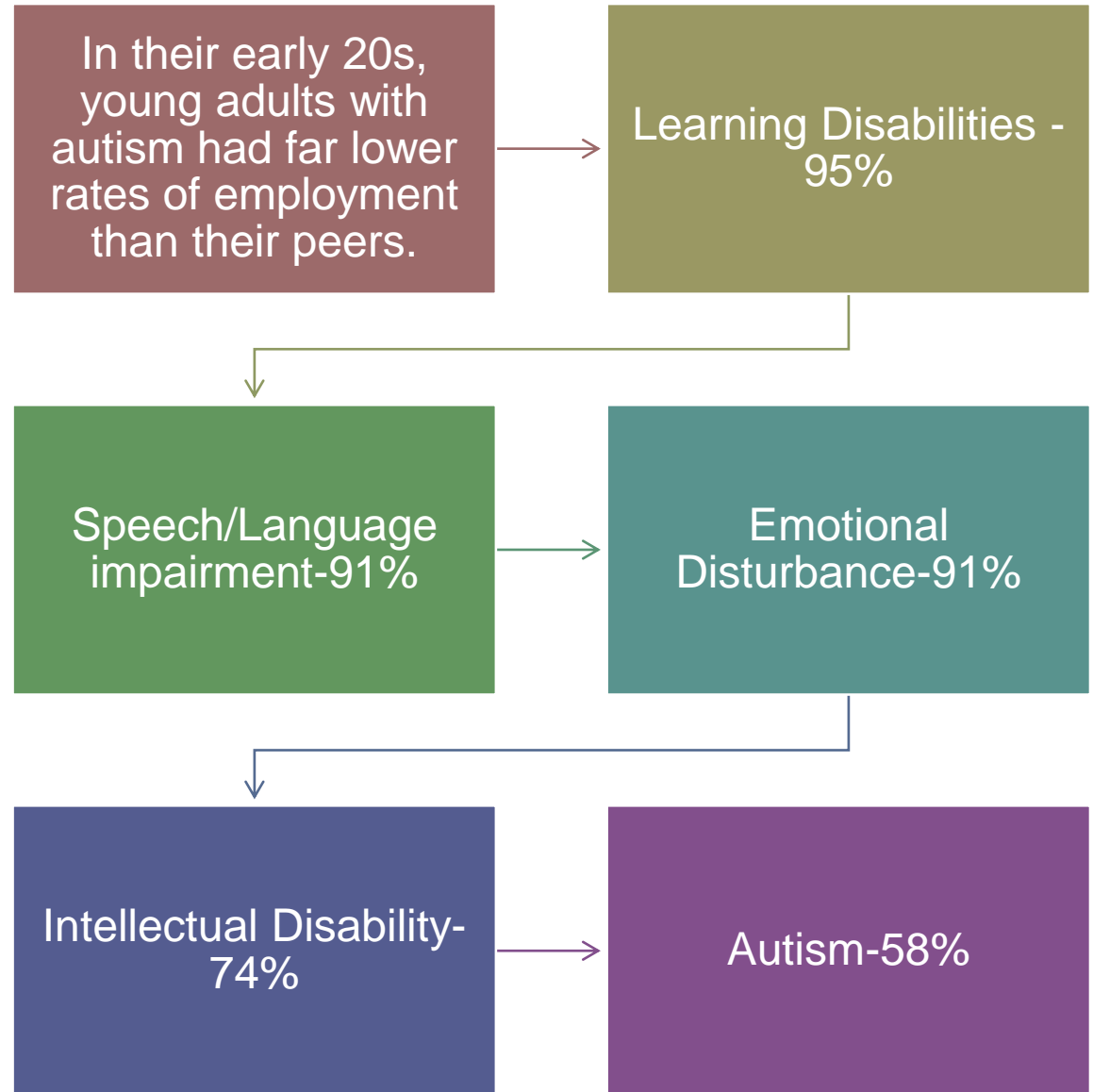


Intellectual Disability-16%



Autism-36%

Adults with Autism and Employment



Black Young Adults with Autism and Employment

- Almost twice as many white young adults with autism (66%) worked compared to black young adults with autism (37%) (Roux,2015).

Next Steps?

How do we
prepare our
children for life
after high school?

What supports do
we need to have
in place?



Strength-Based Approach

- Strengths-based approach involves a shift from a deficit mindset.
- Strengths-based approaches value the capacity, skills, knowledge, connections and potential in individuals
- The approach acknowledges each child's unique set of strengths, interest, and challenges.

Steps for Recognizing Strengths

- **Consider different types of strengths.**
- Strengths can be large or small, visible or hidden. [Use this checklist](#) to help identify your child's strong spots.
- **Follow your child's interests.**
- Sometimes strengths come out as your child explores interests. Learn about ways to help your child [pursue passions and discover new strengths](#). Keep in mind that exploring strengths can take some trial and error. Your child might not be good at something right away, and that's OK. [Having a "growth mindset"](#) can help your child keep that in perspective. (Understood,2020)

Steps for Recognizing Strengths

- **Help your child identify strengths.**
- Try making a “[strengths chain](#)” with your child. It’s a cool activity that lets your child see strengths in a tangible way. Your child can also make an “[accomplishments box](#).” It’s a fun way for kids to see what they’re doing well.
- **Talk about strengths.**
- Keeping an open and honest dialogue about strengths (and challenges) can help both you and your child see and appreciate abilities. [Get tips for talking with your child](#). (Understood,2020)

Steps for Recognizing Strengths

- **Take note of your child's strengths and successes.**
- Watch your child in action and take notes on the successes (big and small) you notice and the strengths that helped your child succeed. (It helps to observe challenges, too.) It's a good way to be able to say, "Here's what I saw. You really did a great job with that." (Understood,2020)



Transition and Daily Living Skills

The single most important predictor of positive outcomes in adulthood is the mastery of self-care skills such as bathing, dressing, cleaning and cooking.

Transition and Social Communication Skills

- **Social communication** is the use of language in social contexts (ASHA, 2020).
- Social communication skills include the ability to vary speech style, take the perspective of others, understand and appropriately use the rules for verbal and nonverbal communication, and use the structural aspects of language (ASHA, 2020).




Circles of Support


- A Circle of Support is a group of people who are intentionally invited to come together in friendship and support of a person with a disability, for the purposes of protecting their interests into the future.

Transition and Guardianship

Guardianship is a court-ordered arrangement in which one person is given the legal authority to make decisions on behalf of another person whom the court has deemed to be “incapacitated”. The guardian’s decision-making authority extends to all areas specified by the court.



A limited guardian can make decisions in only some specific areas, such as medical care. This may be appropriate if the person with autism can make some decisions on his or her own.



A general guardian has broad control and decision-making authority over the individual. This may be appropriate if the person has a significant intellectual disability or mental illness and, as a result, is unable to meaningfully participate in important decisions that affect him or her.

Is Guardianship Necessary?

Medical

- Seek medical care
- Weigh the risks and benefits of any particular medical procedure that is being proposed
- Understand the need for routine medical care

Education

- - Grasp the essentials of his or her learning problems
- - Advocate for him or herself to obtain necessary education services





Is Guardianship Necessary?

Finances


- Understand money basics

- Safeguard his or her money

- Budget money

Living Arrangements

- Provide for his or her own physical care



Conservatorship and Power of Attorney

Conservatorship, a conservator manages the finances (income and assets) of a person with a disability. A conservator has no authority to make personal decisions (medical, educational, etc.) for the person whose funds he or she is managing.

Power of Attorney (POA), your child will need to appoint you as the authority to make decisions on his or her behalf under agreed upon terms in the legal document. Unlike guardianship, with a Power of Attorney, courts are not involved and the arrangement is often simpler and easier to change. The individual maintains more control over decisions than with a guardianship arrangement and as a result, this option is more common among more independent individuals.



Resources

Advocacy Toolkit

- <https://www.autismspeaks.org/tool-kit/advocacy-tool-kit>

Transition Toolkit

- <https://www.autismspeaks.org/tool-kit/transition-tool-kit>

5 steps to recognizing strengths

- https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/5-steps-for-recognizing-strengths-in-kids?_ul=1*1ujatf3*domain_userid*YW1wLXNUODRILWFMMEtUNUZxa012emZvbXc